DAFTAR PUSTAKA

Adam S, W. K. & Wieman, C. E. (2010). Development and validation of instruments to measure learning of expert-like thinking. *International journal of Science Education*, 33(9), 1-24.

Annisa, N. (2013). *Pengembangan tes diagnostik pilihan ganda dua tingkat untuk mengidentifikasi miskonsepsi siswa SMA kelas X pada materi hidrokarbon*. (Skripsi). Fakultas Pendidikan Matematika dan Ilmu Pengetahuan Alam, Universitas Pendidikan Indonesia, Bandung.

Arifin, Z. (2009). *Evaluasi pembelajaran*. Jakarta: Direktorat Jenderal Pendidikan Islam

Arikunto. (1999). Prosedur suatu pendekatan praktek. Jakarta: Rineka Cipta.

Arikunto, S. (2009). *Dasar-dasar evaluasi pendidikan (edisi revisi)*. Jakarta: Bumi Aksara

Bhatnagar, R., Kim, J., & Marry, J. E. (2014). Candidate surveys on program evaluatioin: Examining instrument reliability, validity and program effectiveness. *American Journal of Educational Research*, 2, 683-690.

Chan, R. (2004). *Kimia dasar*. Diterjemahkan oleh: Departemen kimia ITB. Jakarta: Penerbit Erlangga

Chandrasegaran, A.L. *et al*. (2007). The development of a two-tier multiple choice diagnostic instrument for evaluating secondary school students' ability to describe and explain chemical reaction using multiple level of representation. *Chemistry Education Research and Practice*, 8, 293-307

Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests Psychometrika, 16, 297-334.

Depdiknas. (2007). *Tes diagnostik*. Jakarta: Dirjen Manajemen Pendidikan Dasar dan Menengah.

Driver, R., & J. Easly (1978). Pupils and paradigsm: A review of literature related to concept development in adolscent science students. *Studies in Science Education*, 5, 61-84.

Firman, H. (2000). *Penilaian hasil belajar dalam pengajaran kimia*. Bandung: Jurusan Pendidikan Kimia FPMIPA UPI.

Goh, N. K., Chia, L. S. (1992). Students' learning difficulties on covalent bonding and structure concepts. *Institute of Education Singapore*, 12(2), 58-65.

Lawshe, C.H. (1975). A quantitative approach to content validity. *Personnel Physichology*, 28, 563-575

Mehrens, W. A. & Lehmann, I. J. (1973). *Measurement and evaluation: an education and psychology*. New York: Holt, Rinehart and Winston, Inc.

Novak, J. D. (1985). *Learning how to learn*. Australia: Cambridge University Press Melborne.

Nuraeni, J. (2014). *Pengembangan tes diagnostik pilihan ganda dua tingkat untuk mengidentikasi miskonsepsi siswa pada materi gaya antarmolekul*. (Skripsi), Universitas Pendidikan Indonesia, Bandung.

Peterson, R. F., & Treagust, D. F. (1998). Students' understanding of covalent bonding and structure concepts. *The Australian Science Teacher Journal*, 33, (4). pp. 77-81.

Sekaran, U. (2006). *Metodologi penelitian untuk bisnis*. Jakarta: Salemba Empat.

Sunarya, Yayan & Agus Setiabudi. (2007). *Mudah dan aktif belajar*. Bandung: Setia Purna Inves.

Suparno, P. (2005). *Miskonsepsi dan perubahan konsep dalam pendidikan fisika*. Jakarta: Gramedia.

Taber, K. S. (1998). The sharing-out of nuclear attraction; or "I can't think about physics in chemistry. *International Journal of Science Educatioin*, 20, 1001-1014.

Tan, D. K. C. And Treagust, D. F. (1999). Evaluating students' understanding of chemical bonding. *School Science Review*. 81, (294), 75-83.

Tan, D. K. C., Goh, N. K., Chia, I. S., & Treagust , D. F. (2002). Development and application of a two-tier multiple choice diagnostic instrument to asses high school students' understanding of inorganic chemistry qualitative analysis. *J. Res. Sci. Teach*. 39, (4), 283-301.

Tan, K. C. D., Taber K., Goh N. K., dan Chia L. S. (2005). The ionization energy diagnostic instrument: a two-tier multiple-choice instrument to determine high school students' understanding of ionisation energy. *Chem. Educ. Res. Pract*. 6. (4). 180-197.

Tarakci, M., Hatipoglu, S., Tekkaya, C., & Ozdon, M. Y. (1999). A cross-age study of high school students' understanding of diffusion and osmosis. *Hacettepe Univesitesi Egitim Fakultesi Dergisi*, 15, 84-93

Treagust, D. F., Chandrasegaran, A. L., & Mouro, M. (2007). "The development of a two-tier multiple-choice diagnostic instrument for evaluating secondary school students' ability to describe and explain chemical reactions using multiple levels of representation". *Chemistry Education Research and Practice*, 8, 293-307.

Treagust, D. F., Harikat S. D. (2009). Conceptual understanding of Bruneian tertiary students: Chemical bonding and structure. *Brunei Int. J. Of Sci. & Math. Edu*, 1, 33-51.

Treagust, D.F., *et al*. (1995). A cross-age study of high school student's understanding of diffusion and osmosis. *Hacettepe University Egitim Fakultesi Dergisi.*

Tuysuz, C. (2009). Development of two-tier diagnostic instrument and assess students' understanding in chemistry. *Scientific Research and Essay*.

Usman, M. U., (2000). *Menjadi guru profesional*. Bandung: Remaja Rosdakarya.

Zeilik, M, (1998). Classroom assessment techniques conceptual diagnostic test. Field Tested Learning Assessment Guide. Tersedia di http://www.flaguide.org/cat/diagnostic/diagnostic1.php. [15 September 2014]